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ABSTRACT

Four problems were investigated in a study of factors contributing to teacher shortages: (1) to identify the perceptions of high school seniors, preservice teachers, and inservice teachers toward the teaching profession as a career opportunity; (2) to determine differences in perceptions of these groups categorized on the basis of background information variables; (3) to identify factors which significantly discriminate between students who are considering teaching and those who are not; and (4) to determine discriminating factors associated with groups of preservice and inservice teachers categorized on the basis of whether or not they would encourage others to enter the profession. Data was collected from the responses to questionnaires by 2,478 high school seniors, 387 preservice teachers, and 315 inservice teachers in ten southeastern states. Among the major findings were that 40 percent of the high school seniors interested in teaching made the decision prior to age 15. Thirty-four percent of the preservice teachers did not become interested in teaching until after they entered college. Seventy-one percent of the inservice teachers would encourage a capable student to enter teaching. All respondents perceived salary, discipline problems, and working conditions as discouraging factors. Some aspects of teaching were perceived more positively by females than males, and blacks generally perceived teaching in a more positive manner than whites. The factor that best independently discriminated whether students would consider teaching was whether or not other individuals had discussed the possibility with them. Specific findings of the study are displayed in 23 tables. (JD)

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THE TEACHING PROFESSION AS A CAREER OPPORTUNITY: PERCEPTIONS OF HIGH SCHOOL SENIORS, PRE-SERVICE TEACHERS, AND IN-SERVICE TEACHERS

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THE TEACHING PROFESSION AS A CAREER OPPORTUNITY:
PERCEPTIONS OF HIGH SCHOOL SENIORS, PRE-SERVICE TEACHERS, AND IN-SERVICE TEACHERS

Statement of the Problem

The problem of the study is four-fold: (1) to identify high school senior, pre-service teacher, and in-service teacher perceptions of the teaching profession as a career opportunity; (2) to determine differences in perceptions of groups of high school seniors, pre-service teachers, and in-service teachers categorized on the basis of background information variables; (3) to identify factors which significantly discriminate between students who are considering teaching and those who are not; and (4) to determine discriminating factors associated with groups of pre-service and in-service teachers categorized on the basis of whether or not they would encourage others to enter the teaching profession.

Perspective

Teacher availability deficits are becoming a national concern. Based on a National Education Association study, 37 states reported teacher shortages, either within geographical confines or within curriculum limitations, for the 1980-81 academic year. Some areas of the Southeast are experiencing intense teacher availability deficits. For example, the shortage of teachers in Georgia is of such a critical nature that a state recruiter has been employed to reduce the number of teacher vacancies.

Current conditions do not provide encouraging factors for the future. The addition of new programs, coupled with an increase in school-age population beginning in 1985, demonstrate the anticipated need for an increased number of teachers. Additionally, this anticipated need is significantly increased with the consideration of the exodus of teachers from the profession and the decline of teacher education enrollments.

Teacher educators, facing this dilemma, have speculated contributing factors. To determine which of these factors are indeed contributing to teacher shortages,

high school seniors, pre-service teachers, and in-service teachers were surveyed to identify their perceptions of the teaching profession as a career opportunity.

Data Source and Methods

Ten southeastern states provided the population source for this study. A letter of inquiry was mailed to superintendents and deans in these states to determine their willingness to allow individuals within their jurisdiction to participate in the study. Following receipt of appropriate approval, questionnaires were mailed to designated data collectors in the institutions for distribution, collection, and return to the researchers. There were 2,478 high school seniors, 387 pre-service teachers, and 315 in-service teachers that responded to controlled-choice item instruments developed for each group by the researchers.

Frequency distributions were calculated in the identification of the perceptions of the various groups. Analyses of variance were utilized to determine differences between groups categorized on the basis of background information variables. The Wilks' Lambda discriminant analysis statistic was computed to determine factors which discriminated between groups of high school seniors categorized on the basis of whether or not they would consider teaching. Discriminant analyses were also computed to determine discriminating factors between groups of pre-service and in-service teachers categorized on the basis of whether or not they would encourage others to enter the teaching profession.

Results

Specific findings of the study are identified on tables I through XXIII.

Some of the major findings of the study include:

1. Forty percent of high school seniors interested in teaching made that decision prior to age 15. However, 34 percent of pre-service teachers did not become interested in teaching until after they entered college.

2. Seventy-one percent of the in-service teachers stated that they would encourage a capable student to enter teaching. However, only 49 percent indicated that they would encourage an interested daughter and only 28 percent stated that they would encourage an interested son.

3. Salary was perceived as a discouraging factor by 83 percent of high school seniors, 95 percent of pre-service teachers, and 97 percent of in-service teachers. Discipline problems and working conditions were also perceived as discouraging.

4. Analyses of variance and Scheffe tests identified items that revealed significant differences at the .05 level between perceptions of male and female subjects. These aspects of teaching were generally perceived more positively by females than by males.

5. Significant differences between perceptions of groups of subjects categorized according to race indicated that blacks generally perceived teaching in a more positive manner than whites.

6. A major finding of the study was that the factor that best independently discriminates whether students will consider teaching is simply whether or not other individuals have discussed this possibility with them. Revealing to educators is that a majority of high school students (74%) had never had anyone talk with them about the teaching profession. Parents and teachers were the individuals that more than likely discussed teaching with the remaining minority. Only one percent of the students reported that the school counselor had presented the teaching profession as a possibility for consideration to them.

7. Discriminant analysis indicated that nineteen items combined to predict with an 81.63 percent accuracy whether or not high school seniors were considering teaching as a future opportunity.

8. On the instrument administered to pre-service teachers, 25 of the factors

combined to predict with an 84.03 percent accuracy whether or not these students would encourage others to enter teaching. Highly discriminating factors included their perceptions of whether teaching is a good profession for women and men and whether they would encourage their sister to enter teaching.

9. On the instrument administered to in-service teachers, 19 items combined to predict with an 84.16 percent accuracy whether or not teachers would encourage students to consider teaching. The most discriminating factor was whether or not the teachers themselves would choose teaching again if they had the opportunity. Other discriminating items included those related to teachers' attitudes concerning salary and job security.

Educational Importance

The results of this study will be beneficial to teacher educators and government officials in their attempts to ameliorate problems which contribute to teacher shortages. One of the major problems is related to economics. Government officials in states with teacher shortages need to become aware that low salaries are indeed contributing to their teacher deficit and adopt appropriate measures.

The results of this study will also be beneficial in generating an awareness among teacher educators and school personnel of the need for intense recruiting, since communication about the profession was a major factor in the career choice of students planning to teach. Recruitment by educators should include efforts at grade levels much earlier than the senior year in high school and should continue on college campuses among undecided majors. The availability of positions for teachers should be published and clarified since many respondents in areas of shortages perceived job availability as a discouraging factor. Also, factors that were perceived as encouraging, such as the teaching profession's contribution to humanity and job security, need to be emphasized.

The continued positive contributions of the teaching profession to our society are contingent upon the availability of an adequate supply of teachers. Equipped with supporting data, such as information from this study, educators can initiate activities that will be beneficial in increasing the availability of teachers.

TABLE I

HIGH SCHOOL SENIORS

BACKGROUND INFORMATION: FREQUENCY STATISTICS

ITEMS	RESPONSES	PERCENTAGES	
SEX	MALE		49
	FEMALE		51
RACE	BLACK		16
	WHITE		84
	OTHER		
AFTER HIGH SCHOOL GRADUATION I PLAN TO:	BEGIN FULL TIME WORK		22
	ENTER COLLEGE		63
	ENTER VOCATIONAL SCHOOL		6
	JOIN ARMED SERVICES		4
	OTHER		5
HAS ANYONE EVER TALKED TO YOU ABOUT BECOMING A TEACHER?	YES		26
	NO		74
		% OF TOTAL	% OF YES
IF SOMEONE HAS TALKED WITH YOU ABOUT BECOMING A TEACHER, PLEASE INDICATE THE RELATIONSHIP OF THE PERSON(S).	PARENT	6	25
	TEACHER	5	22
	COUNSELOR	1	4
	FRIENDS	2	10
	OTHERS	1	6
	COMBINATIONS	8	33
ARE YOU CONSIDERING TEACHING AS A FUTURE JOB OPPORTUNITY?	YES		12
	NO		88
IF YOU ARE CONSIDERING TEACHING, AT WHAT AGE DID YOU BECOME INTERESTED IN TEACHING?	PRIOR TO AGE 15		40
	AGE 15 - 16		40
	AGE 17 - 18		20
IF YOU ARE CONSIDERING TEACHING, WHAT GRADE DO YOU THINK YOU WOULD LIKE TO TEACH?	PRIMARY (K-3)		45
	MIDDLE (4-8)		20
	SECONDARY (9-12)		35

TABLE II

HIGH SCHOOL SENIORS

PERCEPTIONS OF THE TEACHING PROFESSION
AS A FUTURE CAREER OPPORTUNITY:
FREQUENCY STATISTICS

ITEMS	RESPONSES AND PERCENTAGES	
WOULD THESE INDIVIDUALS ENCOURAGE YOU?		
PARENTS	YES - 67	NO - 33
TEACHERS	YES - 71	NO - 29
PRINCIPAL	YES - 57	NO - 43
COUNSELOR	YES - 69	NO - 31
FRIENDS	YES - 38	NO - 62
WOULD THESE FACTORS ENCOURAGE YOU?		
SALARY	YES - 24	NO - 76
FRINGE BENEFITS	YES - 55	NO - 45
WORKING CONDITIONS	YES - 53	NO - 47
CONTRIBUTIONS TO HUMANITY	YES - 69	NO - 31
SOCIETAL STATUS	YES - 36	NO - 64
JOB SECURITY	YES - 24	NO - 76
JOB AVAILABILITY	YES - 43	NO - 57
OTHERS	YES - 7	NO - 93
WOULD THESE FACTORS DISCOURAGE YOU?		
SALARY	YES - 83	NO - 17
WORKING CONDITIONS	YES - 55	NO - 45
DISCIPLINE PROBLEMS	YES - 76	NO - 24
SOCIETAL STATUS	YES - 40	NO - 60
JOB AVAILABILITY	YES - 61	NO - 39
JOB SECURITY	YES - 51	NO - 49
OTHERS	YES - 10	NO - 90
TEACHERS ENJOY THEIR WORK MOST OF THE TIME	YES - 52	NO - 48

TABLE III

HIGH SCHOOL SENIORS

VARIABLES SHOWING SIGNIFICANT DIFFERENCES BETWEEN GROUPS CATEGORIZED ON THE BASIS OF SEX

VARIABLE	F. PROB.	* DIRECTION OF SIGNIFICANCE
FUTURE PLANS	.0292	MALES WERE MORE LIKELY TO RESPOND THAT THEY WOULD ENTER VOC. SCHOOL OR JOIN ARMED SERVICES.
SOMEONE TALKED	.0000	F > M
WHO TALKED	.0000	F > M
CONSIDERING TEACHING	.0000	F > M
PARENTS WOULD ENCOURAGE	.0004	F > M
TEACHERS WOULD ENCOURAGE	.0000	F > M
COUNSELOR WOULD ENCOURAGE	.0007	F > M
FRIENDS WOULD ENCOURAGE	.0000	F > M
FRINGE BENEFITS WOULD ENCOURAGE	.0024	F > M
SOCIETAL STATUS WOULD ENCOURAGE	.0338	F > M
JOB AVAILABILITY WOULD ENCOURAGE	.0402	M > F
OTHER FACTORS WOULD ENCOURAGE	.0014	M > F
DISCIPLINE PROBLEMS WOULD DISCOURAGE	.0284	F > M
OTHER FACTORS WOULD DISCOURAGE	.0049	M > F
GOOD PROFESSION FOR MEN	.0000	F > M

* THE SYMBOL "> " (GREATER THAN) IS UTILIZED TO SEPARATE GROUPS, WITH THOSE RESPONDING "YES" A SIGNIFICANTLY GREATER NUMBER OF TIMES ON THE LEFT.

F = FEMALE
M = MALE

TABLE IV

HIGH SCHOOL SENIORS

VARIABLES SHOWING SIGNIFICANT DIFFERENCES BETWEEN GROUPS CATEGORIZED ON THE BASIS OF RACE

VARIABLE	F PROB.	* DIRECTION OF SIGNIFICANCE
SOMEONE TALKED	.0500	B > W
PARENTS WOULD ENCOURAGE	.0229	B > W
PRINCIPAL WOULD ENCOURAGE	.0012	B > W
SALARY WOULD ENCOURAGE	.0000	B > W
CONTRIBUTION TO HUMANITY WOULD ENCOURAGE	.0000	W > B
SOCIAL STATUS WOULD ENCOURAGE	.0000	B > W
JOB SECURITY WOULD ENCOURAGE	.0000	B > W
JOB AVAILABILITY WOULD ENCOURAGE	.0000	B > W
SALARY WOULD DISCOURAGE	.0000	W > B
JOB AVAILABILITY WOULD DISCOURAGE	.0000	W > B
JOB SECURITY WOULD DISCOURAGE	.0133	W > B

* THE SYMBOL " > " (GREATER THAN) IS UTILIZED TO SEPARATE GROUPS, WITH THOSE RESPONDING "YES" A SIGNIFICANTLY GREATER NUMBER OF TIMES ON THE LEFT.

B = BLACK
W = WHITE

TABLE V

HIGH SCHOOL SENIORS

VARIABLES WHICH INDEPENDENTLY DISCRIMINATE BETWEEN THOSE WHO ARE CONSIDERING TEACHING AND THOSE WHO ARE NOT

SIGNIFICANT VARIABLES	LEVEL OF SIGNIFICANCE
BACKGROUND INFORMATION	
SEX	.0000
SOMEONE TALKED	0
WHO TALKED	0
PERCEPTIONS OF POSSIBLE ENCOURAGEMENT FROM INDIVIDUALS	
PARENTS	.0000
PRINCIPAL	.0375
FRIENDS	.0000
PERCEPTIONS OF FACTORS THAT ENCOURAGE OR DISCOURAGE	
FRINGE BENEFITS	.0102
WORKING CONDITIONS	.0128
CONTRIBUTION TO HUMANITY	.0003
JOB SECURITY	.0002
SOCIETAL STATUS	.0306
OTHERS	.0454
PERCEPTIONS OF HOW MUCH TEACHERS ENJOY THEIR WORK	.0000
PERCEPTIONS OF WHETHER TEACHING IS A GOOD PROFESSION:	
FOR WOMEN TO ENTER	.0000
FOR MEN TO ENTER	.0000

TABLE VI

HIGH SCHOOL SENIORS

DISCRIMINANT ANALYSIS
SUMMARY TABLE

STEP	ACTION ENTERED	REMOVED	VARS IN	WILKS' LAMBDA	SIG.
1	WHO TALKED ABOUT TEACHING		1	.858010	0
2	TEACHING IS GOOD FOR WOMEN		2	.844518	.0000
3	FRIENDS WOULD ENCOURAGE		3	.837777	.0000
4	SOMEONE TALKED ABOUT TEACHING		4	.831685	.0000
5	TEACHERS ENJOY THEIR WORK		5	.828475	.0000
6	RACE		6	.826249	.0000
7	JOB SECURITY WOULD ENCOURAGE		7	.823660	.0000
8	SOCIAL STATUS WOULD ENCOURAGE		8	.821384	.0000
9	PARENTS WOULD ENCOURAGE		9	.819327	.0000
10	COUNSELOR WOULD ENCOURAGE		10	.817867	.0000
11	CONTRIBUTION TO HUMANITY WOULD ENCOURAGE		11	.816320	.0000
12	SEX		12	.815069	.0000
13	SOCIAL STATUS WOULD DISCOURAGE		13	.814009	.0000
14	OTHER FACTORS WOULD ENCOURAGE		14	.813251	.0000
15	TEACHING IS GOOD FOR MEN		15	.812575	.0000
16	TEACHERS WOULD ENCOURAGE		16	.811853	.0000
17	PRINCIPAL WOULD ENCOURAGE		17	.811237	.0000
18	JOB AVAILABILITY WOULD DISCOURAGE		18	.810679	.0000
19	JOB AVAILABILITY WOULD ENCOURAGE		19	.809436	.0000

TABLE VII

HIGH SCHOOL SENIORS

DISCRIMINANT ANALYSIS
CLASSIFICATION RESULTS

GROUPS	PREDICTED GROUP MEMBERSHIP	
	TEACHING	NON-TEACHING
PROSPECTIVE TEACHERS	66.2%	33.8%
NON-PROSPECTIVE TEACHERS	16.3%	83.7%

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED - 81.63

TABLE VIII

PRE-SERVICE
FREQUENCY DISTRIBUTION
BACKGROUND INFORMATION

VARIABLE		PERCENTAGE
1. Sex		
	Female	86
	Male	14
2. Race		
	Black	11
	White	88
	Other	1
3. Certification		
	Elementary	59
	Secondary	18
	K-12	23
4. Prior to entering college did anyone talk to you about becoming a teacher?		
	Yes	55
	No	45
5. Age you became interested in teaching:		
	prior to age 12	18
	age 13-14	10
	age 15-16	17
	age 17-18	21
	above age 18	34
6. Plans after graduation:		
	a. teach	48
	b. enter graduate school	14
	c. teach and work on graduate degree	23
	d. seek other employment	6
	e. other	9

TABLE IX

PRE-SERVICE
FREQUENCY DISTRIBUTIONS
PERCEPTIONS

VARIABLE		PERCENTAGE
Do the individuals listed below encourage your interest in teaching:		
Parents	Yes	81
	No	19
College Teachers	Yes	79
	No	21
Former High School Principals	Yes	31
	No	69
Former High School Teachers	Yes	55
	No	45
Former High School Counselors	Yes	33
	No	67
Friends	Yes	66
	No	34
Do you think teachers enjoy their work?		
Most of the time		71
Some or little		29
Do you think the following aspects ENCOURAGE students to consider teaching?		
Salary	Yes	14
	No	86
Fringe Benefits	Yes	76
	No	24
Working Conditions	Yes	72
	No	28
Contribution to Humanity	Yes	90
	No	10
Social Status	Yes	54
	No	46
Job Security	Yes	67
	No	33
Job Availability	Yes	45
	No	55
Do you think the following aspects discourage?		
Salary	Yes	95
	No	5
Working Conditions	Yes	66
	No	34
Disciplinary Problems	Yes	49
	No	51
Social Status	Yes	48
	No	52

TABLE IX

(CONTINUED)

VARIABLE		PERCENTAGE
Do you think the following aspects discourage (Continued)		
Job Availability	Yes	73
	No	27
Job Security	Yes	54
	No	46
Fringe Benefits	Yes	31
	No	69
Do you consider teaching a good profession:		
for women to enter	Yes	98
	No	2
for men to enter	Yes	40
	No	60
Would you encourage a capable student to consider teaching?	Yes	89
	No	11
Would you encourage an interested brother?	Yes	54
	No	46
Would you encourage an interested sister?	Yes	70
	No	30
Are any of your relatives educators?	Yes	66
	No	34

TABLE X

RESULTS OF SCHEFFE TESTS
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES
IN RESPONSES OF MALE (M) AND FEMALE (F) PRE-SERVICE TEACHERS

VARIABLE	DIFFERENCE*	LEVEL OF SIGNIFICANCE
Fringe Benefits	F > M	.01
Working Conditions	F > M	.01
Discipline	F > M	.00
Good Profession for Women	F > M	.00
Respondents Would Encourage a Capable Student to Consider Teaching	F > M	.00

*Symbol on the left side of the greater than symbol (>) represents the group that responded more positively.

TABLE XI

RESULTS OF THE SCHEFFE TESTS
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN RESPONSES OF GROUPS OF PRE-SERVICE TEACHERS
CATEGORIZED ON THE BASIS OF RACE

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
College Teachers Would Encouage	W > B	.01
Salary	O, B > W	.00
Social Status	B > W, O	.00
Contribution to Humanity	O, W > B	.02
Fringe Benefits	W > B, O	.02
Good Profession for Men	B > O	.03
Respondents Would Encourage a Capable Student to Consider Teaching	B, W > O	.03
Respondents Would Encourage an Interested Brother to Consider Teaching	B > O	.05

*B = Black
W = White
O = Other
Symbols on the left side of the greater than symbol (>) the groups that responded more positively.

TABLE XII

RESULTS OF THE SCHEFFE TESTS
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN GROUPS OF PRE-SERVICE TEACHERS
CATEGORIZED ON THE BASIS OF GRADE LEVEL CERTIFICATION
(K-4, 4-8, 7-12 or K-12)

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
Did anyone talk to you about teaching prior to entering college?	4-8, K-12 > K-4, 7-12	.03
Parents Encourage	4-8 > 7-12, K-12	.04
College Teachers Encourage	4-8, K-4 > K-12	.03
High School Principal Encourage	4-8 > K-12	.05
Salary	K-4, 4-8 > 7-12, K-12	.01
Social Status	K-4 > 7-12	.01
Job Security	7-12 > K-12	.05
Good Profession for Women	4-8 > 7-12	.00
Respondents Would Encourage a Capable Student to Consider Teaching	K-4 > 7-12	.00
Respondents Would Encourage an Intersted Sister to Consider Teaching	4-8, K-4 > 7-12, K-12	.00
Are Any Relatives Educators?	4-8 > K-12, 7-12	.01

*Grade level representations on the left side of the greater than symbol (>) represent groups that responded more positively.

TABLE XIII

PRE-SERVICE TEACHERS
VARIABLES WHICH INDEPENDENTLY DISCRIMINATE
BETWEEN THOSE WHO WOULD ENCOURAGE
OTHERS TO ENTER THE TEACHING
PROFESSION AND THOSE WHO WOULD NOT

SIGNIFICANT VARIABLES	LEVEL OF SIGNIFICANCE
BACKGROUND INFORMATION	
Sex	.0137
Certification	.0001
Age Interested in Teaching	.0004
Plans After Graduation	.0002
PERCEPTIONS OF ENCOURAGEMENT FROM INDIVIDUALS	
Parents	.0000
College Teachers	.0000
High School Teachers	.0345
Friends	.0010
PERCEPTIONS OF FACTORS THAT ENCOURAGE OR DISCOURAGE	
Contribution to Humanity	.0473
Social Status	.0022
Job Availability	.0242

TABLE XIV

PRE-SERVICE TEACHERS
DISCRIMINANT ANALYSIS
SUMMARY TABLE

STEP	ACTION ENTERED	REMOVED	VARS IN	WILKS' LAMBDA	SIG.
1	TEACHING IS GOOD FOR WOMEN		1	.746719	.0000
2	WOULD ENCOURAGE SISTER		2	.669548	.0000
3	FRIENDS WOULD ENCOURAGE		3	.641982	0
4	TEACHING IS GOOD FOR MEN		4	.621084	.0000
5	WOULD ENCOURAGE BROTHER		5	.601029	.0000
6	AREA OF CERTIFICATION		6	.578343	.0000
7	AGE INTERESTED IN TEACHING		7	.564769	.0000
8	SALARY WOULD ENCOURAGE		8	.552257	.0000
9	FRINGE BENEFITS DISCOURAGE		9	.538522	.0000
10	RELATIVES ARE EDUCATORS		10	.527214	.0000
11	SOCIAL STATUS WOULD ENCOURAGE		11	.515400	.0000
12	JOB SECURITY WOULD ENCOURAGE		12	.505683	.0000
13	WHICH RELATIVES ARE EDUCATORS		13	.495385	.0000
14	JOB SECURITY WOULD DISCOURAGE		14	.485306	.0000
15	OTHER ASPECTS WOULD DISCOURAGE		15	.477477	.0000
16	OTHER ASPECTS WOULD ENCOURAGE		16	.463878	.0000
17	PLANS AFTER GRADUATION		17	.456806	.0000
18	HIGH SCHOOL COUNSELOR WOULD ENCOURAGE		18	.450121	.0000
19	COLLEGE TEACHERS WOULD ENCOURAGE		19	.444051	.0000
20	WORKING CONDITIONS WOULD DISCOURAGE		20	.438762	.0000
21	JOB OF RELATIVE IN EDUCATION		21	.434188	.0000
22	TEACHERS ENJOY THEIR WORK		22	.429825	.0000
23	SOCIAL STATUS WOULD DISCOURAGE		23	.425501	.0000
24	RACE		24	.421441	.0000
25	SALARY WOULD DISCOURAGE		25	.417400	.0000

TABLE XV

PRE-SERVICE TEACHERS
DISCRIMINANT ANALYSIS
CLASSIFICATION RESULTS

GROUPS	PREDICTED GROUP MEMBERSHIP ENCOURAGE STUDENTS	DISCOURAGE STUDENTS
ENCOURAGE STUDENTS TO ENTER TEACHING	88.4%	11.6%
DISCOURAGE STUDENTS FROM ENTERING TEACHING	14.6%	85.4%

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED - 87.9%

TABLE XVI

IN-SERVICE
FREQUENCY DISTRIBUTION
BACKGROUND INFORMATION

VARIABLE		PERCENTAGE
1. Sex		
	Female	78
	Male	22
2. Race		
	Black	14
	White	85
	Other	1
3. Certification		
	Elementary	30
	Secondary	56
	K-12	14
4. Degree		
	B.S.	40
	M.Ed.	50
	Ed.S.	10
5. Future Plans:		
	Teach until retirement	56
	Teach then change professions	14
	Teach then become a homemaker	14
	Teach then move to another field of Education	16
6. How long have you been a teacher?		
	1 - 3 years	13
	4 - 7 years	24
	8 -11 years	25
	12 -15 years	16
	More than 15 years	22

TABLE XVII

IN-SERVICE
FREQUENCY DISTRIBUTION
PERCEPTIONS

VARIABLE		PERCENTAGE
Would you choose teaching again if you had the opportunity to reconsider?	Yes	68
	No	32
Would these individuals encourage:		
Parents	Yes	66
	No	34
College Teachers	Yes	75
	No	25
High School Principals	Yes	59
	No	41
Teachers	Yes	82
	No	18
Counselors	Yes	74
	No	26
Friends	Yes	51
	No	49
Do Teachers enjoy their work?		
Yes-Most of the time		59
Some of the time or very little		41
Would these factors encourage students to consider teaching:		
Salary	Yes	16
	No	84
Fringe Benefits	Yes	73
	No	27
Working Conditions	Yes	49
	No	51
Contribution to Humanity	Yes	85
	No	15
Social Status	Yes	44
	No	56
Job Security	Yes	72
	No	28
Job Availability	Yes	53
	No	47
Teaching is a good profession:		
For women to enter	Yes	88
	No	12
For men to enter	Yes	48
	No	52

TABLE XVII

(CONTINUED)

VARIABLE		PERCENTAGE
Would you encourage a capable student?		Yes 71 No 29
Would you encourage an interested daughter?		Yes 49 No 51
Would you encourage an interested son?		Yes 28 No 72
Would the following factors discourage?		
	Salary	Yes 97 No 3
	Working Conditions	Yes 79 No 21
	Disciplinary Problems	Yes 95 No 5
	Social Status	Yes 50 No 50
	Job Availability	Yes 61 No 39
	Job Security	Yes 45 No 55
	Fringe Benefits	Yes 40 No 60
Are any of your relatives educators?		Yes 80 No 20

TABLE XVIII

RESULTS OF SCHEFFE TESTS
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES
IN RESPONSES OF MALE (M) AND FEMALE (F) IN-SERVICE TEACHERS

VARIABLE	DIFFERENCE*	LEVEL OF SIGNIFICANCE
Plans to Continue Teaching	F > M	.02
Would Choose Teaching Again	F > M	.02
Teachers Enjoy Work	F > M	.01
Good Profession for Men	M > F	.01
Respondents Would Encourage an Interested Son	M > F	.01

*Symbol on the left side of the greater than symbol (>) represents the group that responded more positively.

TABLE XIX

RESULTS OF SCHEFFE TESTS
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN RESPONSES OF GROUPS OF IN-SERVICE TEACHERS
CATEGORIZED ON THE BASIS OF RACE

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
Years Taught	O, B > W	.03
High School Principal Encourages	B > W, O	.00
School Counselor Encourages	B > W	.02
Salary	B > W	.00
Working Conditions	B > W	.00
Contribution to Humanity	B > O	.02
Good Profession for Men	O, B > W	.00

*B = Black
W = White
O = Other
Symbols on the left side of the greater than symbol (>) represent the groups that responded positively..

TABLE XX

RESULTS OF THE SCHEFFE TESTS
FOR ITEMS SHOWING SIGNIFICANT DIFFERENCES
BETWEEN GROUPS OF IN-SERVICE TEACHERS
CATEGORIZED ON THE BASIS OF GRADE LEVEL CERTIFICATION
(K-4, 4-8, 7-12 or K-12)

VARIABLE	DIFFERENCES*	LEVEL OF SIGNIFICANCE
Contribution to Humanity	7-12, K-4 > 4-8	.04

*Grade level representations on the left side of the greater than symbol (>) represent groups that responded more positively.

TABLE XXI

IN-SERVICE TEACHERS
VARIABLES WHICH INDEPENDENTLY
DISCRIMINATE BETWEEN THOSE WHO WOULD
ENCOURAGE OTHERS TO ENTER THE
TEACHING PROFESSION AND THOSE WHO WOULD NOT

SIGNIFICANT VARIABLES	LEVEL OF SIGNIFICANCE
PERCEPTIONS OF ENCOURAGEMENT FROM INDIVIDUALS	
Parents	.0101
College Teachers	.0001
High School Principals	.0003
Teachers	.0000
School Counselor	.0000
Friends	.0000
PERCEPTIONS OF FACTORS THAT ENCOURAGE OR DISCOURAGE	
Salary	.0000
Fringe Benefits	.0000
Working Conditions	.0000
Contribution to Humanity	.0327
Social Status	.0001
Job Security	.0000
Job Availability	.0248
Discipline	.0009
PERCEPTIONS OF TEACHERS' ENJOYMENT OF WORK	.0000
PERCEPTION OF TEACHING AS:	
A Good Profession for Women	.0000
A Good Profession for Men	.0000
RELATIVES ARE EDUCATORS	.0000

TABLE XXII

IN-SERVICE TEACHERS
DISCRIMINANT ANALYSIS
SUMMARY TABLE

STEP	ACTION ENTERED	REMOVED	VARS IN	WILKS' LAMBDA	SIG.
1	WOULD CHOOSE TEACHING AGAIN		1	.672107	.0000
2	TEACHERS WOULD ENCOURAGE		2	.560234	.0000
3	SALARY WOULD DISCOURAGE		3	.484979	.0000
4	TEACHING IS GOOD FOR WOMEN		4	.451017	.0000
5	JOB SECURITY WOULD ENCOURAGE		5	.424377	.0000
6	JOB SECURITY WOULD DISCOURAGE		6	.408986	.0000
7	TEACHING IS GOOD FOR MEN		7	.394990	.0000
8	RELATIVES ARE EDUCATORS		8	.381004	.0000
9	DISCIPLINE WOULD DISCOURAGE		9	.374086	0
10	HIGH SCHOOL PRINCIPALS WOULD ENCOURAGE		10	.367505	.0000
11	COLLEGE TEACHERS WOULD ENCOURAGE		11	.359916	0
12	OTHER ASPECTS WOULD ENCOURAGE		12	.354106	.0000
13	WORKING CONDITIONS WOULD ENCOURAGE		13	.348453	0
14	FUTURE PLANS		14	.343293	.0000
15	WOULD ENCOURAGE SON TO TEACH		15	.338039	.0000
16	OTHER FACTORS WOULD DISCOURAGE		16	.333137	.0000
17	JOB SECURITY WOULD DISCOURAGE		17	.328797	.0000
18	SEX		18	.324532	.0000
19	SALARY WOULD ENCOURAGE		19	.320158	.0000

TABLE XXIII

IN-SERVICE TEACHERS
DISCRIMINANT ANALYSIS
CLASSIFICATION RESULTS

GROUPS	PREDICTED GROUP MEMBERSHIP	
	ENCOURAGE STUDENTS	DISCOURAGE STUDENTS
ENCOURAGE STUDENT TO ENTER TEACHING	89.6%	11.6%
DISCOURAGE STUDENTS FROM ENTERING TEACHING	14.6%	85.4%

PERCENT OF GROUPED CASES CORRECTLY CLASSIFIED - 86.45%